ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001565	NA	NA

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Oakland Public Schools, Oakland Interagency Project, Oakland, California

5. TITLE OF DOCUMENT ABSTRACTED:
The Youth Study Center Program
A Description and Manual of Procedures

6. PUBLICATION TITLE:
NA

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
Oakland Public Schools
ORG. Oakland Interagency Proj.
ST. Oakland, Calif.
CITY, STATE

9. PUBLISHER OR SOURCE Oakland Public Schools, Oakland Interagency Project, Oakland, California

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	64	48

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

	tutors	homework	culturally deprived
material assistance	individual needs	enrichment	Oakland Interagency Project,
motivation	youth study center	elementary education	Oakland, California
		secondary education	

17. ABSTRACT (MAX. 250 WORDS)

The Oakland Study Center Program for students provided a quiet place for study, assistance in doing homework assignments, material assistance in specific subject areas, and motivation and enrichment.

Students were selected according to their own interests and according to the recommendations of the teacher. Students were assigned to groups according to subject areas. At the junior and senior high school level common areas of help were in English, math, geography, science and foreign languages. At the elementary level, students were grouped by grade level, regular day teacher, subject matter and interest, individual need, sex, and particular tutors.

In-service training was held, as were evaluations of the student tutors and the study center program. Evaluation forms were displayed in the report, not the actual evaluations.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001565

D8

OAKLAND PUBLIC SCHOOLS

INTERAGENCY PROJECT

1964

THE YOUTH STUDY CENTER PROGRAM

A DESCRIPTION AND MANUAL OF PROCEDURES

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INTRODUCTION

The purpose of the Oakland study center program is to provide a place outside of regular school hours where students may have a quiet place to study and to receive help with their school work.

The guide was prepared by the following people under the chairmanship of Mr. John Carusone, Coordinator, Interagency School Project: Mr. Verdese Carter, Madison Junior High School; Mrs. Catherine Cowling, Highland Elementary School; Mr. Heinz Gewing, Oakland High School; Mrs. Bette Treadwell, Hoover Junior High School. Its purpose is to provide a general reference concerning the operation of study center programs. There is no one model. Situations and needs differ, therefore no two study centers will be alike. (See attachments 6 through 12 for descriptions of different types of operation.)

The program was begun in November 1962 as part of the Oakland Public Schools Interagency Project (partially financed by the Ford Foundation) concentrated in east Oakland (Castlemont High School area). In March 1963 the school district allocated funds to extend the program to other areas of the city.

The tutors at the centers represent some combination of volunteer teachers, college students, laymen and secondary school students. The latter group is paid at the rate of $1.00 per hour for two to four hours tutoring per week. These students are chosen on the recommendation of their school counselor. During the summer of 1963 eighty students took part in a workshop to prepare them for assignment as tutors. As part of their training, the students worked as teacher aides in the district's summer school program.

Each study center has a paid coordinator responsible for developing and maintaining an orderly routine and a proper climate for study.

At the present time approximately 250 tutors are assisting over 1100 students each week in seventeen centers throughout the city (attachment #1). This rapid growth would have been impossible without the strong support of the Superintendent of Schools, Dr. Stuart S. Phillips.

GORDON L. McANDREW
Director
Interagency Project
Oakland Public Schools

PROCEDURES IN ORGANIZING A STUDY CENTER

I. OBJECTIVES

A. Provide a quiet place for study.
B. Provide assistance in doing homework assignments.
C. Provide material assistance in specific subject areas.
D. Provide motivation and enrichment.

II. ORGANIZATION

A. Recruiting of students to the center:

1. Voluntary basis: Open to all students who wish to attend. (Attachments #2 and #3).

2. Selective basis: Participation determined by teachers because of need in particular area or areas. (Attachments #4 and #5).

B. Grouping of students:

1. Students are assigned to groups according to subject areas. At the junior and senior high school level common areas of help are in English, math, geography, science and foreign language.

2. At the elementary level students are grouped in various ways:

   a. assigned to a particular tutor (tutor helps student in all subject areas)
   b. by grade level
   c. by regular day teacher
   d. according to subject matter and interest
   e. selective grouping by individual need
   f. by sex

(See attachments #6 through #12 for coordinator's descriptions of how different centers are organized.)

C. Tutor student ratio: 1:5 is desirable. Ratio should not exceed 1:8.

D. Assigning tutors to study groups:

1. Subject preference of the tutor

2. Need of center

III. RESPONSIBILITIES OF COORDINATOR

A. Standard of behavior for students

Because of the limited time involved the centers should not tolerate persistent misbehavior. It is our philosophy that attending a study center is a privilege and not a right, and that students should come for the sole purpose of getting help and improving their school work. If this is to be achieved high standards of conduct must be maintained. However, the child who comes to us with behavior problems is also in need of our services.

B. Points to stress with tutors

1. punctuality
2. consistent attendance
3. appropriate attire
4. knowledge of subject matter
5. language usage
6. rapport with students
7. rapport with fellow workers
8. accepting responsibilities as designated by coordinators (see Attachment #12)

C. In-service training

The coordinator should meet with his tutors after or before each study session. These meetings should be used to discuss matters relating to the study center in all its phases such as:

1. The role of the student tutor (Attachment #13).
2. Evaluation of study center by tutors (Attachment #14).
3. Evaluation of tutors by coordinators (Attachment #15).
4. Evaluation of the center by coordinator.
5. Discipline problems and motivation.
6. Training of tutors to do a more effective job.

These school site sessions will be supplemented by other kinds of in-service activities (Attachments #22 and #23).

D. Interpretation

The coordinator is responsible for managing the entire program at his school. He is also responsible for interpreting the program to the administration and faculty at the school and and to the community it serves.

III. continued

E. Administrative procedures of the coordinator

1. Parent permission

Forms are sent home by the coordinator and principal requesting permission for students to attend the study center. The form must be returned with the signature of the parent, after which it is processed by the coordinator. (Attachments #2 and #3)

2. Grouping

Once the forms have been processed, students may be grouped according to (a) sex, (b) subject matter, (c) grade level, (d) ability.

3. Facilities

The number and nature of rooms needed will be determined after pupils have been grouped. This involves conference with the principal to secure permission and designation of rooms.

4. Assignment of tutors

Student tutors are assigned duties by choice, by subject matter, ability and by choice of the coordinator.

5. Attendance

a. Student tutors

1. All student tutors are required to be punctual.
2. In event of absence, student tutor should contact the coordinator in advance.

b. Attendance for students

1. All students are expected to be in the study hall within ten minutes of opening time.

2. Checking of attendance varies. (See sample, Attachment #16)

6. Identification cards

Identification cards should be issued to study center participants. (Attachment #17)

II. continued

E. continued

7. Materials

It is the coordinator's responsibility to see that necessary materials are available.

8. Evaluation

a. Evaluation of student tutor by coordinator. (Attachment #15)

b. Evaluation of study center program. A systematic evaluation of selected centers is being conducted currently. The first phase of this evaluation is available on request from Dr. Gordon L. McAndrew, Director, Interagency School Project, 1025 Second Avenue, Oakland, California.

9. Time sheet

Student tutor time sheets are sent to the main office by the coordinator on the last working day of the month. This will be further explained by the coordinator of study centers at the main office. Time sheets are sent to the study center coordinator from the main office.

10. Monthly reports

Monthly reports are sent in by coordinator giving weekly attendance and total monthly attendance of students and student tutors (Attachments #18 and #19).

11. Employment procedures and paychecks for student tutors

Employment applications may be secured at all junior and senior high schools. Tutor checks will be sent from the main office to the coordinator. The issuing of the checks is the responsibility of the coordinator. However, students cannot be paid until all forms for employment (Attachments #20 and #21) are completed and in the main office of the head coordinator.

LIST OF ATTACHMENTS

1. Youth Study Center Program, 1963-64
2. Hoover Junior High School Letter to Parents - General Area
3. Dag Hammarskjold Elementary School Letter to Parents
4. Hoover Junior High School Letter to Parents - Special Area
5. Lowell Junior High School Letter to Parents
6. Description of Highland School Study Center
7. Description of Madison School Study Center
8. Description of Dag Hammarskjold School Study Center
9. Description of Hoover Junior High School Study Center
10. Description of McClymonds High School Study Center
11. Description of Oakland Technical High School Study Center
12. Description of Lowell Junior High School Study Center
13. The Role of the Student Tutor
14. Evaluation of Study Center by Student Tutor
15. Evaluation of Student Tutor
16. Student Attendance Roster
17. Identification Cards
18. Student Monthly Roll Sheet
19. Student Tutor Monthly Roll Sheet
20. Procedure for Employment
21. Student-Tutor Application
22. Student-Tutor Workshop, Summer 1963
23. In-Service Program for Student Tutors

THE YOUTH STUDY CENTER PROGRAM, 1963-64

School	Grade Level	Principal	Coordinator	Sessions
Brookfield	5 and 6	H. Herrington	H. Bell	Tuesday Evening
Castlemont	10, 11, 12	G. Cherry	Z. Epstein J. Perry	Various
Dag Hammarskjold	5 through 9	J. Miller	L. Jackson	Tues. and Thurs. Evening
Highland	5 and 6	J. Wilson	C. Cowling	Tuesday Evening
Woodland (at Highland)	5 and 6	A. Viscovich	C. Cowling	Tuesday Evening
Lockwood	5 and 6	H. Blethen	J. Cleveland	Tues. and Thurs. P.M.
Madison	7, 8, 9 7, 8, 9	N. Shapiro	V. Carter H. Flowers	Tuesday Evening Thursday Evening
Sobrante (at Madison)	5 and 6	D. Holaday	V. Carter H. Flowers	Tuesday Evening Thursday Evening
Stonehurst	5 and 6	C. Fern	R. Love V. Grow	Tues. and Thurs. P.M.
Webster	5 and 6	R. Capri	J. Joshua	Tuesday Evening
*Clawson	3 and 4	C. Cline	E. Snow	Tues. and Thurs. P.M.
*Durant	5 and 6	M. Griffeath	N. Cavanaugh M. Stead	Mon., Tues., Wed., and Thurs. P.M.
*Franklin	5 and 6	A. Golubin	W. Pryor, W. Mow, F. Pierce, F. Ferrari	Wednesday P.M.
*Hoover	7, 8, 9	J. E. Wasson	B. Treadwell	Mon., Tues., Wed., Thurs. A.M. Wednesday Evening
*Lafayette	5 and 6	N. Hohl	D. Frazier	Tues. and Thurs. P.M.
* Lowell	7, 8, 9	J. Capri	O. Davis	Tues. and Thurs. P.M.
*Manzanita	5 and 6	J. Lievore	E. Bassett	Tuesday Evening
*McClymonds	10, 11, 12	B. Hargrave	E. Lien	Various
*Oakland Technical	10, 11, 12	J. Borum	D. Weitzman	Various

*Financed by School District Funds

Att chment #2

HOOVER JUNIOR HIGH SCHOOL
3263 West Street
Oakland, California 94608

October 7, 1963

Dear Hoover Parents:

Due to the success of the Study Center Program last spring, the Oakland Public Schools Board of Education is continuing the program at Hoover, Lowell, McClymonds, Clawson and Lafayette schools during this school year.

Hoover's program will be conducted on Wednesday nights from 7 to 8:30 beginning October 16. The Study Center Program offers your child the opportunity to receive extra help in English, mathematics, social studies and science from qualified high school students and junior high school teachers.

Regular attendance at these classes is absolutely necessary if the student is to benefit from the instruction. You and your child are urged to take advantage of this opportunity to improve his academic skills. It will be necessary for you to complete the form below, tear it off and have it returned to school by Thursday, October 10, 1963.

/s/ BETTY W. TREADWELL
Mrs. Betty W. Treadwell, Coordinator

/s/ J. E. WASSON
J. E. Wasson, Principal

JEW:BWT:ko
FL: 2-63

- - - -

Attachment #3

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

September 23, 1963

Dear Parent,

The Oakland Public Schools Interagency Project is pleased to announce the reopening and expansion of the youth study center program at Dag Hammarskjold School. Your response to the program last spring was most gratifying. We are, therefore, planning to have the study center open two evenings a week. Last year, you will recall, the study center was open one evening a week. Also, in response to your suggestions we are planning to have tutoring in Spanish.

The study center will be open on Tuesday and Thursday evening, 7:00 to 8:00 P.M. beginning Tuesday, October 1. It will be open to Dag Hammarskjold fifth and sixth graders, and also to any interested junior high school student who wishes to attend. It will be a place where interested students may come to study and to receive help with school work.

The study center program will continue to be under the direction of Mr. Leroy Jackson, a member of the faculty at Dag Hammarskjold School. He will be assisted by volunteer teachers and a group of high school and college tutors.

If you are interested in having your child enrolled in the study center program, please fill out the attached form. Your child should return it to his teacher.

If you have questions or wish further information, please call us at the school (562-6221).

Sincerely,

JACK E. MILLER
Principal
Dag Hammarskjold School

JOHN J. CARUSONE
Coordinator
Interagency Project

JJC:r

Attachment

Attachment #3-A

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

YOUTH STUDY CENTER

REGISTRATION FORM

I would like my child _____ enrolled in the Youth Study Center at the Dag Hammarskjold School at 9655 Empire Road. I understand the program will operate on Tuesday and Thursday evening 7:00 to 8:00 P.M., that it will be closely supervised, that attendance will be kept and that my child may come on either night or both nights.

_____
Parent's Signature

_____
Address

_____
Telephone

JJC:r
9/18/63

Attachment #4

HOOVER JUNIOR HIGH SCHOOL
3623 West Street
Oakland, California 94608

October 23, 1963

Dear Parent:

_____ has been selected by his/her English teacher to receive extra help in reading. Classes in reading will be conducted Wednesday nights beginning October 30 from 7:00 p.m. to 8:30 p.m. This class is a part of our study center program which operates on the same night and will be conducted by one of our English teachers and a qualified high school student.

Regular attendance at these classes is absolutely necessary if your child is to benefit from the instruction. Your child is urged to take advantage of this opportunity if he is to improve his/her reading skills.

It will be necessary for you to complete the form below, tear it off and have it returned to your child's English teacher by Friday, October 25.

/S/ BETTY W. TREADWELL
Mrs. B. W. Treadwell, Coordinator

/S/ J. E. Wasson
J. E. Wasson, Principal

BWT:JEW:ko

- -

_____ has my permission to
Child's name Grade

attend the reading sessions at Hoover Junior High School on Wednesday nights.

_____
Signature of Parent or Guardian

Attachment #5

LOWELL JUNIOR HIGH SCHOOL
1330 Filbert Street
Oakland, California 94607

Office of the Principal

October 8, 1963

A special grant of money has made it possible for Lowell Junior High School to offer a small-group tutoring program to a limited number of our students.

Your son/daughter _____ has been chosen to enroll in this program by _____ because he/she feels that your child could profit from this opportunity to get extra help in English/Mathematics/Spanish.

This instruction will be available each Tuesday and Thursday from 3:30 to 4:30 p.m. at Lowell, starting October 15 and continuing until June 4, 1964: a total of 61 hours of extra tutoring.

Because some pupils are not as well prepared in certain academic skills as their classmates, they tend to become discouraged and to lose interest in school. It is the hope and expectation of Lowell's faculty that this small-group tutoring program, under the direction of a qualified teacher and specially selected high school students, will make it possible for your child to make noticeable improvements.

In order for _____ to take advantage of this special tutoring that is being offered, it is requested that you sign and return the lower portion of this letter by _____ to Dr. Orval J. Davis, a Lowell teacher, who will be in charge of the program for our school.

If attendance at these meetings is not regular, your son/daughter will be eliminated to make room for those who are interested in making self-improvement.

Sincerely,

JACK M. CAPRI,
Principal

- -

Recommended by:

Authorization for Registration

I agree that _____ may enroll in Lowell Junior High School's
(name)
tutoring course to be held on Tuesdays and Thursdays from 3:30 to 4:30 p.m. Also, I agree to see that my child is regular in his/her attendance at these classes.

_____
(Parent's or Guardian's Signature)

Attachment #6

Description of Highland School Study Center

At the Highland School Study Center two elementary schools are represnted, Highland and Woodland elementary schools. The center serves fifth and sixth graders, pupils being admitted upon the signed consent of the parent. Therefore, the basis of selection is grade level alone without regard to ability, achievement or behavior.

The center is opened one night a week, on Tuesdays from 7:00 to 8:00 p.m. The pupils are instructed to bring their work with them and are refused admission without work. The sixth graders are separated from the fifth graders. The ratio of pupils to tutors averages eight to one. The student tutor is assigned to one group of pupils and is responsible for assisting each child on an individual basis.

Fortunately, Highland has a number of professional teacher volunteers which has made possible careful placement to groups and a program of remedial instruction. This year the number of pupils needing remediation is small compared to last year. Thus the center is concentrating heavily on enrichment. There are two professional teachers helping in remedial reading and arithmetic. One teacher acts as librarian. She assists pupils in doing research projects and helps locate appropriate reading material for those students who complete their work before closing time.

Each student tutor has been assigned an interest group in the areas of drama, speech, crafts, music and educational games. A professional teacher has been assigned to each student tutor as a resource person.

Attachment #7

Description of Madison School Study Center

The youth study center at Madison Junior High School is a combination of elementary and junior high school. Students at fifth, sixth and seventh grade levels are enrolled in the program which operates Tuesday evening from 7:00 to 8:00 p.m. The elementary students come from Sobrante Park Elementary School and the seventh grade students are enrolled at Madison Junior High School. Approximately 150 students attend on a fairly regular basis.

The program has two parts — a classroom program and a library program. Each student is assigned a classroom to do homework and receive help from tutors. In the event that a student forgets his homework, he is given an opportunity to check with his classmates. These students who do not bring homework are given supplementary work in arithmetic and English.

The second half of the elementary program is the library hour. From 7:00 to 7:30 p.m. it is open for the following activities:

1. Seven seventh grade students are involved with the librarian and tutors every Tuesday for an enrichment program.

2. Free reading.

3. Vocabulary building and related work.

4. Big Sister program — involves junior high school girls and their younger sisters and brothers (pre-school). Activities involve story telling and games.

From 7:30 to 8:00 p.m. a library period is scheduled for the fifth and sixth graders at which time the following activities are directed by the librarian and student tutor; free reading, poetry hour, dictionary work, film strips and films.

Attachment #8

Description of Dag Hammarskjold School Study Center

The Dag Hammarskjold Study Center is one of a group of centers under the direction of the Oakland Public Schools Interagency Project created to offer pupils of grades five and six and junior high level a place to study homework assignments free of the many interferences of the home, such as overcrowded conditions, baby sitting, and television, with a hope that the end results will produce better study habits and increase classroom proficiency.

The center began on a one night per week trial basis during the last eight weeks of the 1962-63 school term for fifth and sixth grade students. Because of the very good response the program was expanded during the 1963-64 year to two nights per week (Tuesday and Thursday, 7:00 to 8:00 p.m.) and the range of pupils was increased to include junior high school students.

The elementary pupils are assembled in the multi-purpose room and permitted to study their individual assignments regardless of the diversity of assignments of other pupils around them. Tutors are assigned to assist them whenever needed.

The junior high students are divided into two groups: one composed of those with assignments in math meet in a classrooom; all other junior high students are assigned to the library. Students are permitted to exchange ideas and ask each other questions.

Students admitted to the center must have signed consent of the parents, and each night the parents are sent a slip indicating the presence of the child and his behavior during the evening study.

The center keeps a nightly record of attendance, and attempts to keep the pupils informed about a variety of educational and cultural programs in the community.

Immediately following each session of study with the pupils the tutors come together to discuss problems encountered and to suggest ways of combating them. Over a period of time and after much discussion tutors have concluded that lack of motivation is the center's most pressing problem. This is most pronounced in the junior high school group.

Description of Hoover Junior High School Study Center

I. STRUCTURE

A. Program

(1) Study center operates four mornings a week for algebra and SMSG students from 8:00 to 8:30 a.m.

(2) The center is open on Wednesday night from 7:00 to 8:30 p.m.

(3) Study groups are by subject and grade.

(4) There is a remedial reading group for students recommended by English teachers.

(5) Library is open for research and recreational reading.

B. Admittance and Attendance

(1) Students are admitted only if they have returned a parent permission slip sent home.

(2) Students in Special Education must have permission from the teacher as well as parent.

(3) Students are issued admit cards.

(4) Attendance is checked each week upon entrance.

(5) Students must have homework assignment or request definite help in a concentrated area.

C. Supervision is maintained by teacher volunteers who work with the coordinator.

Attachment #10

Description of McClymonds High School Study Center

Groups of from three to ten students in biology, English, mathematics, Spanish and social studies meet the tutor twice a week (Tuesday and Thursday, 3:30 to 4:30 p.m.). Each group meets in a separate room.

Two procedures have been found most effective. The first is to arrange a meeting of each tutor with the teacher or teachers of the students he is to tutor to ensure a complete understanding of how best to proceed with the students. The second, to avoid vagueness, is to see that the teachers provide the tutors with a written copy of each assignment given the students.

It is important to have the names of students scheduled to appear for tutoring, in order to notify the teachers when students fail to appear. Students who are chronically absent are dropped from the list, and others are allowed to replace them.

During the organizational period of the program at the beginning of the year, it was impressed upon the teachers that students whom they recommended for tutoring should be those who, not only need the tutoring and can profit most, but also those who can be relied upon to appear regularly. Nothing is more frustrating to the tutors than to arrive filled with enthusiasm and eagerness to be of service only to find that the students have not shown up.

Attachment #11

Description of Oakland Technical High School Study Center

The study center program is new at Technical and still experimental. Supervising teachers and tutors are encouraged to work out and evaluate their own techniques. For this reason, no set procedures for organizing and operating study classes have been established. Supervising teachers and tutors will be asked to make periodic subjective and objective evaluations of each student in the program.

Participants in the study program and other faculty members are encouraged to make suggestions for the operation of the program and report on successful experiments.

The operation of the study center is being left entirely to supervising teachers and their tutors; however, the following plan has been suggested to the faculty:

1. Identify students you feel would benefit from the tutoring program. We are looking for students whose attendance, attitude, and ambition indicate a higher potential. Talk to student personally, tell him that you recommend the program, and ask if he would be interested. If student is interested, ask him which study session (8:00 to 8:40 a.m. or 3:20 to 4:00 p.m.) would be most convenient.

2. Group students by time preference, holding classes to a maximum of five. It may be necessary to place students from different classes in the same study group, but try not to mix grades or subjects. For example, place World History students in one group, U.S. History students in another, and American Government students in a third section. You may want to assign a priority to each group in the event that there are not enough tutors to take all of your students.

3. Begin developing any special materials that might be helpful to tutors and students, and formulate plans for your tutor. You may want to make special assignments to be completed during study sessions, or instruct tutors to help students with daily reading assignments and homework. In either case, tutor should be provided with an outline of what you plan to cover during the semester.

4. Interview tutors who will be contacting you during the next week. You will probably want to supply tutor with the textbook, workbook, or other materials which you will be using. During this meeting, discuss days and time tutor's section will meet, provide him with a list of the students who will be in his session, and set date for first meeting.

5. Plan to visit first meeting of each group. Your tutors will appreciate some assistance at the first meeting. After the first meeting, most tutors should be able to work on their own.

6. Tutors should take attendance at each meeting. Students must clear absence with tutor or supervising teacher as they would for a regular class. Students who fail to clear absence will be disqualified from the program. Tutors will be provided with attendance and student evaluation forms by study center coordinator.

7. Keep a record of students participating in the program. Periodically you will be asked to make an objective and subjective evaluation of each student's classwork, examinations, book reports, term papers, and other activities.

8. If other students ask for tutoring contact the study center coordinator and another tutor will be assigned to you if available.

The coordinator will be visiting study sessions regularly. If he may be of assistance during either the planning or operation stages of your study session please do not hesitate to call on him.

Attachment #12

Description of Lowell Junior High School Study Center

The structure of our study center is as follows:

Time and Place: From 3:30 to 4:30 p.m. Tuesdays and Thursdays in five of the regular classrooms of the school.

Purpose:

a. To assist pupils who are deficient in their academic subjects.

b. To contact the homes of these pupils and explain that these extra classes are available; that the Oakland schools are more than willing to help pupils, but the pupils need to attend school, as well as the tutoring classes in order to receive help that is offered. In order to emphasize this, the study center coordinator has made 74 direct contacts with parents (64 by telephone and ten house calls).

Tutors: The aim is a ratio of not more than five pupils to each tutor. The nine tutors are from McClymonds High School: four in English, four in mathematics and one in Spanish.

a. English: Three of the tutors do "team teaching." They first help individuals with their homework, then one of the three goes over some general grammatical problems with the groups while the other two are still free to continue giving individual attention and help wherever needed. This gives the tutors personal confidence and reassurance by having the other tutors there to help in case of need.

   One of the English tutors is separated from this group and works with remedial reading.

b. Mathematics and Spanish: The four arithmetic tutors have separate groups of pupils, as does the one Spanish tutor.

Observations: It seems that those pupils who need the help the most will not come to get it unless we keep after them by contacting their parents — even then over a period of time this fails and some drop out.

Attachment #13

THE ROLE OF THE STUDENT TUTOR

(Remarks to In-Service Meeting of Tutors by Catherine Cowling, Coordinator, Highland)

"What is the role of the student tutor in the whole scheme of the study center structure? A tutor, as you already know, is a person who teaches, guides, instructs, trains, or disciplines. All of these are the characteristics of a teacher. Thus in the truer meaning of the term, you are apprenticed teachers. And if you are assuming the role of teachers, then you should possess the traits and attitudes of a teacher. A good tutor like a good teacher should have a deep abiding love for children to enjoy any degree of success through working with them. Out of love grows an understanding of the problems and tolerance for educational handicaps. Once understanding has been developed, then sincerity of effort and willingness to help must be exerted. The pupils are instinctive by nature and once they sense these particular traits they will respond favorably. You will be able to gain their respect and confidence easily. Because young people are imitative by nature they are in constant search of an image with which to identify. You can become that image. Consequently, it behooves you, in the language of the popular tune to watch that walk, and to watch that talk. What you do - the manner in which you speak, the words you use, slang or pure simple English, your clothing - will become the model or the example. We realize that you are students, so we don't expect you to dress as a professional teacher, but aren't you impressed by your teachers who are always neat in appearance, who will add that little extra touch to be pretty or well-groomed at all times.

"You were chosen to serve as tutors because of your good character, your participation in school activities and your scholarship. You are to be an example, to inspire these younger people to reach your heights of achievement, to encourage them to aspire to greater heights of endeavor. Yours is the task of influencing their thinking toward completion of high school and possibly college. Yours is the task of creating the 'I will' and 'I can' succeed in life attitude. Yours is the task of developing proper attitudes toward school and a desire to study. It is hard to realize that the one or two hours you give each week to these eager little boys and girls may be the guiding light to their future career. You have in your hands the opportunity to shape and mold the destinies of the boys and girls with whom you are working. You can help them to receive the honor of a diploma. And if you do, you will be helping America. For you will have helped to develop a better educated citizenry upon which true democracy and true freedom depend."

Attachment #14

EVALUATION OF STUDY CENTER BY STUDENT TUTOR

_____

STUDY CENTER

_____ _____

(Signature is Optional) Date

As coordinators we are interested in your ideas about the study center. Answer the following questions as briefly as possible.

1. How long have you worked as a student tutor? _____

   (a) How long have you worked in this particular center? _____

   (b) Have you worked in any other centers? _____

   If so, where? _____ when? _____

2. If you were a coordinator of a study center, what changes would you make to improve the quality of work conducted through the center?

   _____

   _____

   _____

3. List the weak and strong points of the study center:

Weak Points	Strong Points
(a) _____	(a) _____
(b) _____	(b) _____
(c) _____	(c) _____
(d) _____	(d) _____

4. Other comments you may have regarding the study center. _____

   _____

   _____

   _____

   _____

Attachment #15

EVALUATION OF STUDENT TUTORS

Name of Tutor _____ Date _____

Study Center _____ Coordinator _____

	POOR	GOOD	SUPERIOR	COMMENTS
I. Appearance				
II. Attendance				
III. Interest				
IV. Reliability				
V. Personality				
VI. Effectiveness				

VII. Recommendation for continuation in the program —

Yes _____ No _____

Comments _____

_____

_____

VIII. If this is a volunteer, do you recommend his being hired?

Yes _____ No _____

Comment _____

_____

_____

Attachment #16

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

Room No. _____ Date _____

Subject _____

VOLUNTEERS

_____ _____

_____ _____

_____ _____

STUDENT ROSTER

Name	School	Grade

SAMPLE IDENTIFICATION CARDS

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

has been accepted and registered as a student in the

YOUTH STUDY CENTER

For the Current School Year

Coordinator Youth Study Center	Director Interagency School Project

OAKLAND PUBLIC SCHOOLS
INTERAGENCY SCHOOL PROJECT
YOUTH STUDY CENTER

Student's
Name _____

has my permission to attend the Youth Study Center on Tuesday and/or Thursday (circle one or both) evenings from 7:00 to 8:15 p.m. and will arrive and depart by the following means: (Please circle) WALK - BUS - PRIVATE CAR

_____	_____
Study Center	Parent's Signature
_____	_____
Coordinator	Parent's Address
_____	_____ _____
	Telephone Number

(Cards printed and reduced in size to 2-1/4 X 4" in size)

Attachment #18

STUDENT MONTHLY ROLL SHEET

Study Center _____ Coordinator _____

Name of Students	Month	Month	Month	Month	Month

Attachment #19

STUDENT TUTOR MONTHLY ROLL SHEET

STUDY CENTER _____ COORDINATOR _____

Name	Month	Month	Month	Month	Month
Total Present					

Volunteers

Name	Month	Month	Month	Month	Month
Total Present					

Attachment #20

PROCEDURE FOR EMPLOYMENT

Junior and Senior High School Students Must Have

1. Application Blank.

2. "Permit to Seek Employment and Statement of Prospective Employer." This is to be filled out by the attendance office at the school, then signed by the student and the parent and the employer (in the case of the Interagency Project all permits must be signed by Dr. Gordon McAndrew).

3. Loyalty Oath - administered by the principal or Project Director.

4. Employee's Withholding Exemption Certificate (please claim one exemption so that no tax is withheld).

5. Social Security Number — if you do not have a social security number you must make application for same. Only one number is ever required.

College Students Must Have

1. Application Blank.

2. Loyalty Oath - administered by the Dean or Project Director.

3. Employee's Withholding Exemption Certificate.

4. Social Security Number.

Attachment #21

STUDENT-TUTOR APPLICATION

Name _____ Age _____ Date _____

School _____ Grade _____ Sex _____ Birth Date _____

Address _____ Telephone _____
Street City Zone

Parents' Name _____ Address _____

Social Security Number _____ Do you have a work permit? _____

Do you have a driver's license? _____ Do you have transportation to work?____

Do you have any disabilities or health limitations? _____(If yes, explain)

_____

List below your principal work experience. (List last job first)

1. (a) Employer _____ (b) City and State _____
   (c) Kind of job _____ (d) Length of time on job _____
   (e) Date left job _____ (f) Reason for leaving _____
   (g) Rate of pay _____
2. (a) Employer _____ (b) City and State _____
   (c) Kind of job _____ (d) Length of time on job _____
   (e) Date left job _____ (f) Reason for leaving _____
   (g) Rate of pay _____
3. (a) Employer _____ (b) City and State _____
   (c) Kind of job _____ (d) Length of time on job _____
   (e) Date left job _____ (f) Reason for leaving _____
   (g) Rate of pay _____

Indicate what your future goal is:

List hobbies, organizations and other activities you engage in either at school or outside of school:

List subjects in which you feel competent to tutor:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

State tutoring grade level preference _____

Availability for working: (list first and second choice)

Day of week _____ Afternoon _____ Evening _____

Day of week _____ Afternoon _____ Evening _____

Write a brief statement as to why you desire to participate in this program:

Attachment #22

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

STUDENT-TUTOR WORKSHOP
Summer 1963

In November 1962, the Interagency Project of the Oakland Public Schools began an after-hours study program designed to provide a place where students might have a quiet place to study and receive help with their school work. A group of high school students were recruited to act as tutors in these centers. They did not have the benefit of any training program. To remedy this a workshop was held during the summer of 1963 designed to prepare young people as tutors. Participants received a stipend of $80.00 to defray their transportation, meals and other incidental expenses.

The workshop was financed in large part by a grant from the President's Committee on Juvenile Delinquency and Youth Crime made through the School of Criminology, University of California, Berkeley. Without the strong and able support given by the School's Dean, Joseph Lohman, and members of his staff the program would not have been possible. The workshop was also encouraged and supported enthusiastically by the Superintendent of School, Dr. Stuart S. Phillips, and Assistant Superintendent, Dr. Forrest Michell, principal of Oakland's summer workshop for teachers. What follows is a description of this program. As far as can be determined it was the first and only one of its kind in the country.

The participants were seventy-six junior high, senior high and Oakland City College students representing a cross section of the social, economic and racial population of the City of Oakland. The workshop was held for a total of seventy-six hours during a four-week period from June 24 through July 19, 1963.

Selection of students who participated in the workshop was in accordance with written criteria (attachment #1). Priority was given those who tutored during 1962-63. The students were selected by school principals and counselors in cooperation with the Interagency School Project staff.

The workshop was under the direction of Mr. John J. Carusone, Agency Coordinator, Oakland Interagency School Project. Mr. Carusone was assisted by Mrs. Zelda Epstein, Counselor, Castlemont High School, Mr. Heinz Gewing, Teacher, Oakland High School, and Mr. Fred Tillman, Elementary Assistant, Clawson Elementary School. The staff was responsible to Dr. Gordon McAndrew, Director, Interagency School Project.

The purpose of the workshop was to provide a leadership training program for the students selected preparatory to their being assigned to work with younger children in tutorial or activity programs during the school year 1963-64. To this end the workshop attempted to provide the student tutors with appropriate theoretical concepts together with supervised practical experience in the classroom.

The workshop was scheduled (attachment #2) so that two days a week (Tuesday and Thursday, 8:30 to 12:30) the student tutors were assigned as teacher aides to one of the four elementary summer schools or to a combination senior high-junior high summer school. One high school boy was assigned to a child care center. Before the opening of summer school the student tutors had a two-hour orientation program with teachers and administrators at their assigned schools. Each student was assigned to a teacher at a specific grade level according to the student tutor's interest as indicated on the workshop application (attachment #3).

As teacher aides the student tutors obtained experience in a variety of teaching tasks under the direction and supervision of classroom teachers. They assisted in many classroom routines, aided in the preparation of materials and helped score papers. In addition the student tutors had the experience of helping pupils individually and in small groups in the classroom and during supervised activity and recess periods on the school playground. Over half the tutors (40 of 76) remained voluntarily in these classroom assignments after the workshop ended.

Three days a week (Monday, Wednesday, Friday, 8:30 - 12:30) the student-tutor sessions were held in conjunction with the teachers' summer workshop at Castlemont High School. In this phase of their work the student tutors had an opportunity to listen to lectures and have discussion sessions with prominent authorities in the fields of psychiatry, sociology, anthropology, race relations and employment.

Evaluation of the program includes both objective and subjective devices in order to measure the effects of the experience on the tutors. Prior to the opening of the workshop they were given an extensive battery of intelligence, interest, attitude and other psychological tests (Terman-Nemar Intelligence Test, California Psychological Inventory, Gough Adjective Check List, Minnesota Teacher Attitude Survey, Strong Vocational Interest Test, Occupational Aspiration Scale, Nevitt's Public Opinion Questionnaire). It is planned to retest in approximately one year. In addition, questionnaires were filled out by the student tutors and the supervising summer school classroom teachers (attachments #4 and #5). Summer school administrators were requested to comment on the uses of student tutors (attachment #6). Part of this evaluation is being done as a doctoral dissertation by Mr. Larry Edler, Graduate Student at U.C. Dr. Alden Badal, Assistant in Research, Oakland Schools, is serving as research consultant.

In a broad sense all phases of the student-tutor workshop may be considered as innovations since it was the first workshop of its kind in the Oakland Schools or anywhere else. It was the first time in the district that students were used as teacher aides in a systematic, comprehensive and continuing program.

To work out the program at the summer schools the workshop staff conferred with the administrators and teachers assigned to each summer school. Some of those involved were at first understandably apprehensive concerning the use of student tutors as teacher aides. While two of the student tutors failed to live up to expectations the diligence of the vast majority of them served to dissipate any apprehensions. Before the conclusion of the workshop, all summer school administrators were strong supporters of the program.

A wide range in age and maturity level of the student tutors was of some concern. The junior high students, with two or three exceptions, did not participate actively in group discussions. Also, and quite naturally so, these younger tutors were more effective working with fourth graders than with pupils in the fifth and sixth grades.

Almost without exception the authorities who served as guest lecturers were concerned in that it was the first time most of them had addressed students in the age range of the student tutors. This proved to be a very minor problem since there seemed to be effective interaction between the student tutors and the various speakers.

While the summer school assignments provided a good opportunity for teachers and student tutors to learn how to work together effectively its value would be increased by making the following changes in future workshops: (1) Student tutors should be assigned to the schools at least three days per week to serve as teacher aides. (2) There should be a longer period of orientation for both teachers and their assigned tutors. (3) More time outside of the classroom should be allocated for the tutors to learn teaching methods and the use of teaching materials.

The present group of seventy-six tutors, having had the benefits of a training program, will form the nucleus in a continuing program of recruiting and training of new tutors. At the present time (November, 1963) approximately 150 tutors are working an average of three hours a week. They are paid $1.00 an hour. Most are assigned as study center tutors. An increasing number, however, are being involved in programs such as the following:

1. Work with professional staff in an interagency group counseling and activity program with about twenty pre-delinquent elementary school boys.

2. Activity programs of the "Big Brother" type in the elementary schools and the child care center.

3. Work as teacher aides assigned to a particular teacher during the regular school day.

4. The student-tutor program is included as a part of a proposal for a three-year comprehensive district-wide in-service project involving teachers, supervisors and administrators.

All these programs emphasize the use of student tutors as appropriate identification models for younger children. The preparation of student tutors, therefore, is critical if these young men and women are to be most effective in their roles. The summer workshop affords an excellent way of accomplishing this purpose.

GLM:r
12/10/63

Attachments - six

Attachment #1

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

The Oakland Interagency School Project is planning a summer workshop for approximately fifty high school students and twenty-five junior college students.

The student workshop will be held in conjunction with the four-week teacher summer workshop which is to be held at Castlemont High School beginning on June 24, 1963.

The purpose of the workshop is to provide a leadership training program for the students selected with the intent to utilize their services next fall working with younger children as teacher aides, tutors, in after-school activity programs, etc. They will be actively engaged in programs from the child care level through high school.

The students will be paid a stipend of $80.00 while attending the workshop. Successful completion of the training program will qualify students for employment during the 1963-64 school year in programs as mentioned above.

We are requesting your help in the selection of the students. Once the students are initially selected by the school, each student will then be given an application blank to be filled out. The final selection will then be made jointly by the Interagency School Project and each school involved.

The following criteria are suggested as a guide for you in the initial selection of the students:

(a) A 50% ratio between boys and girls from current 9th, 10th, 11th, and 13th grades.

(b) Students who seem to have an economic need.

(c) Students who are average or above average in school achievement and who score at the 50th percentile or better in the SCAT or other appropriate group intelligence tests.

(d) Students who have personality characteristics which make them desirable models for younger children.

(e) Students who have a sense of responsibility, present a good physical appearance, and are accepted by peers.

(f) Students who are athletic or interested in hobbies or extra-curricula activities.

(g) Students who seem to have a goal in mind and who have a positive attitude toward school and adult authority.

(h) Students who are interested in providing a service to others and who enjoy working with younger children.

(i) Students who are in a position to attend the workshop for the entire four-week period and who will be able to participate in programs with younger children in the fall.

4/16/63
JJC:r

Attachment #2

SUMMER WORKSHOP
Program Work Sheet

Monday	Tuesday	Wednesday	Thursday	Friday
24 Introduction Discussion of School Placement	25 At Schools	26 Dr. Mary Alice Sarvis Psychiatrist, Child Development and Cultural Diversity	27 At Schools	28 Dr. Mary Alice Sarvis
1 Stiles Hall Interracial Panel	2 At Schools	3 Mr. Herman Gallegos F.E.P.C. Mr. Benjamin Hargrave Principal, McClymonds High School	4th of July Holiday	5 Holiday
8 Dr. Gerald Berreman Anthropologist U.C.	9 At Schools	10 At Schools	11 Dr. Samuel Proctor Associate Director Peace Corps Washington, D.C.	12 At Schools
15 Occupations and Employment Dr. Ida Hoos, Prof. of Economics, Inst. of Industrial Relations, U.C. Mr. Tom Newsom U.S. Treasury Dept.	16 At Schools	17 Dr. Ida Hoos Mr. Harold Wilson Community Service Secretary AFL-CIO	18 At Schools	19 Summary and Evaluation Picnic - P.M.

Attachment #3

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

STUDENT TUTOR WORKSHOP APPLICATION

The student tutor workshop will be held from June 24, 1963 to July 19, 1963, 8:30 A.M. to 12:30 P.M., daily at Castlemont High School. The purpose of the workshop is to provide a leadership training program for high school and college students whose services will be utilized as tutors in the study center and other programs of the Oakland Public Schools. Students selected for the workshop will be paid a stipend of $80.00 for the four-week workshop period. Successful completion of the training program will qualify students for employment during the 1963-64 school year. Students so employed will be paid at the rate of $1.00 per hour for two to four hours tutoring per week.

JJC:r

Attachment

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

STUDENT APPLICATION

NAME _____ Date _____
(PLEASE PRINT)

School _____ Grade _____ Birth date _____

Address _____ Telephone _____

1. With what age children would you like to work (you may check more than one):

   Pre-School - Yes ____ No ____ Elementary - Yes ____ No ____
   Junior High - Yes ____ No ____ High School- Yes ____ No ____

2. Have you had previous experience working with younger children? Yes ___ No ___
   If so, please give details:

   _____

   _____

3. List hobbies, organizations and other activities you engage in either at school or outside of school:

   _____

   _____

4. Are you able to participate for the entire four-week period of the summer workshop? Yes ____ No ____
   If no, what is your availability? _____

   _____

5. Are you able to arrive at Castlemont High School each morning by 8:30 A.M. and stay until 12:30 P.M.? Yes ____ No ____ If no, please explain:

   _____

6. What is your availability for working in programs with younger children next fall? Afternoons _____ Evenings_____

7. Would you be able to arrange for your own transportation (You may expect to have your assignments next fall in schools close to your own)?

Yes ____ No ____

8. Write a brief statement as to why you desire to participate in this program:

_____

_____

_____

_____

_____

_____

9. List the subjects in which you feel competent to tutor:

_____

_____

_____

_____

_____

JJC:r
4/19/63

Attachment #4

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

STUDENT-TUTOR EVALUATION CHECK LIST

NAME _____

AGE _____ GRADE _____ SCHOOL _____

Place a check following your choice in answering these questions

1. Before hearing Dr. Sarvis, my knowledge of child growth and development was

   very inadequate ___ inadequate ___ adequate ___ very adequate___

2. To what extent did the information given by Dr. Sarvis aid in your understanding of the behavior problems of children?

   not at all ___ slightly ___ moderately ___ a great deal ___

3. To what extent did the information given by Dr. Sarvis aid in your understanding of your own actions and behavior?

   not at all ____ slightly ___ moderately ___ a great deal ___

4. Before hearing Dr. Sarvis, my knowledge of cultural diversity was

   very inadequate ___ inadequate ___ adequate ___ very adequate ___

5. To what extent did the information given by Dr. Sarvis aid in your understanding of the meaning of cultural diversity?

   not at all ___ slightly ___ moderately ___ a great deal ___

6. To what extent did you find support at the summer school classroom for the information presented by Dr. Sarvis?

   not at all ___ slightly ___ moderately ___ a great deal ___

7. To what extent did you find yourself in agreement with the message brought by the Stiles Hall panel?

   not at all ___ slightly ___ moderately ___ a great deal ___

8. To what extent do you consider Oakland to have an interracial problem?

   not at all ___ slightly ____ moderately ___ a great deal ___

9. To what extent did the Stiles Hall panel change your feelings about race relations in Oakland?

   not at all ___ slightly ___ moderately ___ a great deal ___

10. To what extent did the Stiles Hall panel increase your knowledge of the feelings and thinking of other ethnic and racial groups?

not at all ____ slightly ____ moderately ____ a great deal ____

11. To what extent did you feel uncomfortable during the Stiles Hall proceedings?

not at all ____ slightly ____ moderately ____ a great deal ____

12. How much information did you have about the history of the Negro civil rights movement in America before you heard from Mr. Hargrave?

very inadequate ____ inadequate ____ adequate ____ very adequate ____

13. To what extent were you aware of the problems Spanish-speaking Americans before hearing Mr. Gallegos?

not at all ____ slightly ____ moderately ____ a great deal ____

14. To what extent did Mr. Hargrave and Mr. Gallegos help you to understand the educational and social problems faced by Negroes and Spanish-speaking Americans in Oakland?

not at all ____ slightly ____ moderately ____ a great deal ____

15. To what extent did you gain insight into the meaning of culture through Dr. Berreman's presentation?

not at all ____ slightly ____ moderately ____ a great deal ____

16. To what extent did you find yourself in agreement with Dr. Proctor concerning his views on education?

not at all ____ slightly ____ moderately ____ a great deal ____

17. Dr. Proctor stressed that personal attitudes are important in establishing constructive relationships with other people. To what extent are you in agreement with his point of view?

not at all ____ slightly ____ moderately ____ a great deal ____

18. To what extent did you find evidence in your experience in the summer school classroom for Dr. Proctor's views with respect to attitudes?

not at all ____ slightly ____ moderately ____ a great deal ____

19. To what extent did you find the information received from each speaker to be of use to you in your summer school assignment?

Speaker	Not At All	Slightly	Moderately	A Great Deal
Dr. Sarvis				
Stiles Hall				
Mr. Hargrave				
Mr. Gallegos				
Dr. Berreman				
Dr. Proctor				
Dr. Hoos				
Mr. Newsom				
Mr. Wilson				

20. How appropriate for you was your school placement?

very inappropriate ____ inappropriate ____ appropriate ____ very appropriate____

21. To what extent do you feel you were able to render service to the teacher?

not at all ____ slightly ____ moderately ____ a great deal ____

22. To what extent do you feel you were able to help the students?

not at all ____ slightly ____ moderately ____ a great deal ____

23. To what extent do you feel your experience in the summer school classroom will help you to tutor students at the study centers in the fall?

not at all ____ slightly ____ moderately ____ a great deal ____

24. Listed below are areas in which most student tutors are engaged at the summer schools. In each of these activity areas, to what extent do you feel you were of help to teachers and students?

	Not at All	Slightly	Moderately	A Great Deal
Spelling				
Reading				
Board Work				
Attendance (roll)				
Handling Supplies				
Testing				
Playground Activities				
Discussion				
Student Records				
Bulletin Boards				
Library				
Correcting Papers				
Individual Problems				

Answer briefly the following questions:

1. Which experience offered the most to you, that in the lecture hall or that in the summer school classroom? Why?

2. What gains do you feel you made in understanding problems relating to human behavior as a result of listening to the many speakers whose presentations you heard? Which speakers are mainly responsible for your greater understanding and insights?

3. How do you feel about the total four-week experience?

4. Comments, suggestions, criticisms

Attachment #5

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

STUDENT-TUTOR EVALUATION CHECK LIST

In order to assess the quality of the student-tutor program, we ask that you use the following check list to determine the level of social, emotional and intellectual maturity of the student with whom you worked.

Check in appropriate column wherever applicable:

	Never	Seldom	Occa-sionally	Usu-ally	Always
Percentage of Incidence	0	10	50	80	90
SOCIAL MATURITY					
Initiative					
Rapport					
Perseverance					
Responsible					
Enterprising					
Dependable					
Accepting					
Ambitious					
Communicates					
Inspires Confidence					
EMOTIONAL MATURITY					
Responsive					
Aggressive					
Excitable					
Sociable					
Inhibited					
Modest					
Patient					
Self-Control					
Consistent Behavior					
Sense of Humor					
INTELLECTUAL MA TURITY					
Resourceful					
Flexible					
Observant					
Capable					
Foresightedness					
Self-Reliant					
Well Organized					
Perceptive					
Efficient					
Curious					

Answer briefly the following:

The tutor was of greatest assistance in my classroom in the following ways:

Comments and suggestions:

Indicate strengths and weakness of the program.

Attachment #6

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

Please comment on the strengths and weaknesses of the use of student tutors.

Attachment #23

IN-SERVICE PROGRAM FOR STUDENT TUTORS
in the
OAKLAND PUBLIC SCHOOLS

Date: Saturday, April 18, 1964 — 9:00 a.m. - 4:00 p.m.

Place: Dwinelle Hall, University of California (at Sather Gate, corner of Telegraph Avenue and Bancroft Way, Berkeley)

Sponsors: University of California Extension Oakland Project and Oakland Public Schools Interagency Project

Planning Committee: Dr. Gordon McAndrew, Director, Interagency School Project
Mr. John Carusone, Coordinator, Interagency School Project
Mr. Heinz Gewing, Teacher, Oakland High School
Mr. Aaron Shotten, Liaison Officer, University of California, Extension Division

General Chairman: Dr. Gordon McAndrew

PROGRAM

9:00 a.m.	Convene in 145 Dwinelle Hall Welcome - Dr. Theodore Reller, Dean School of Education, U.C.
9:20 a.m.	Announcements - Mr. John Carusone
9:30 a.m.	Address - "The 'Why' of Study Centers" Rev. Roy Nichols, President, Berkeley Board of Education; Pastor, Downs Memorial Methodist Church, Oakland
10:30 a.m.	Discussion Groups
11:45 a.m.	Lunch
12:30 p.m.	Tour of Campus
2:00 p.m.	Reconvene in 145 Dwinelle Hall Address - "The 'How' of Study Centers" Mr. Eugene McCreary, Supervisor of Secondary Education, U.C.
2:45 p.m.	Discussion Groups
3:45 p.m.	Reconvene in 145 Dwinelle Hall
4:00 p.m.	Adjourn